

**Essential Skills Wales**  
Essential Application of Number Skills (EAoNS)  
**Level 2 Controlled Task**  
**Assessor Pack**

Comparing Holidays

Sample 1  
Version 2.0

# 1 Assessment requirements

The following is a summary of the Essential Skills Wales (ESW) Controlled Task Conditions. These requirements should be read in conjunction with the relevant **Controlled Task Candidate Pack**. General assessment guidelines applicable to all ESW assessments can be found in the **Essential Skills Wales Suite Qualification Handbook**.

## Controlled task assessment

Controlled tasks are **summative assessments** measuring subject-specific skills. Candidates will need to show they can utilise these skills in a holistic manner, relevant to real-life circumstances. The assessment outcome is **pass/fail**.

Controlled tasks must be:

- internally assessed, by appropriately qualified staff, using the Marking Schemes provided. Please see section 2.2.2 of the **Qualification Handbook** for details of staff qualification.
- internally quality assured, by appropriately qualified staff.
- externally quality assured/moderated by Pearson.
- compliant with **Controlled Task Conditions**.

## Controlled task conditions

This controlled task must be completed under the conditions set out below. 'Controlled' relates to all aspects of how the task is administered and assessed.

Candidates should only attempt this controlled task when they have been registered for this qualification and have developed the necessary skills at the required level. Learning development input should be completed before the candidate attempts this controlled task. This controlled task must normally be completed before the confirmatory test is attempted.

### Working period

The candidate must complete this controlled task within an 8 week 'working period'. The working period commences on the date the candidate starts working on the task. The working period may be extended only in specific extenuating circumstances. Please see section 4.3 of the **Qualification Handbook** for further information.

### Working time

The candidate has up to **5 hours in total** to complete this controlled task. This task 'working time' allowance will formally start at the point when a task is first provided to the candidate. The task working time may be extended only in specific extenuating circumstances. Please see section 4.3 of the **Qualification Handbook** for further information.

### Supervised conditions

This controlled task must be completed under the following supervised conditions:

- This task is an 'open book' assessment. Candidates may have access to routine resources that might be available in a 'real life' situation, for example:

PCs/laptops, tablets, dictionaries, calculators, reference books, relevant class notes and source material approved by their tutor/assessor so long as they are not designed *specifically* to assist with this assessment and do not compromise independent achievement of the standard. Mobile phones or other transmitting/receiving devices are not permitted. The candidate can access the Internet using supervised facilities.

- The environment within which tasks are completed must be supervised. This supervision must be **continuous** and ensure no interruption and/or undue influence is possible whilst candidates are working on the task. Suitable locations might include a classroom, a library or a workplace as long as an appropriate environment and supervision is maintained. For the avoidance of doubt, this environment does not require formal 'examination' conditions.
- The supervisor must be a reliable, responsible person who is accountable for ensuring adequate supervision and control of the environment is maintained. The supervisor must be present throughout the working time and be able to confirm that each candidate produced all work independently. The supervisor can be the candidate's tutor and/or assessor or another suitable person.
- This controlled task may be completed in one session or split over several sessions, as long as no learning or preparation is provided in between. If not completed in one sitting, the candidate's papers and all materials produced by the candidate must be collected in and stored securely until the next working time session begins. On no account may candidates take any of their work away with them between sessions, for example to work on a task at home.
- The working period and working time taken to complete this controlled task must be monitored and recorded as indicated on the front page of the **Candidate Pack** and **Assessment Record**. The candidate, supervisor, assessor and centre details must be completed and the declarations must be signed and dated before completed tasks are submitted for assessment.

### **Assistance and access arrangements**

Assessors may provide candidates with the opportunity to clarify task requirements during the working period however this must not extend to any form of formative feedback. For example, recommending that a candidate should review their calculations would be inappropriate, whereas recommending the candidate re-read a particular section of the task requirements would be acceptable. Please see section 4.6 of the **Qualification Handbook** for further information on access arrangements.

### **Second and subsequent attempts**

A specific controlled task can be attempted only once. However, a candidate may undertake a different controlled task, (either another title from the Pearson pre-approved bank or a centre devised assessment that has been approved by Pearson) at another time if they do not pass. Wherever the candidate is unsuccessful, they **must** undergo further development in the relevant skill(s) before re-attempting at a later date.

## 2 Mark Scheme

### Essential Application of Number Skills at Level 2

Task title/topic: Comparing Holidays

Part 1 (maximum 5 marks)		
The candidate has shown evidence of:	Mark scheme	Row
<ul style="list-style-type: none"> <li>planning and describing how to tackle the task (N2.1.1a)</li> <li>selecting and comparing relevant information (N2.1.1b)</li> <li>explaining choice of methods when relevant (N2.1.1c)</li> </ul>	<b>1 mark:</b> candidate produces a plan with clear structure showing the problem broken down into a series of logical steps, e.g. list, spider chart, table, flow diagram	<b>A</b>
	<b>2 marks:</b> candidate produces a detailed and relevant plan for all aspects of the task OR <b>1 mark:</b> candidate produces a detailed and relevant plan with one aspect omitted, e.g. one key step	<b>B</b>
	<b>1 mark:</b> candidate shows evidence of selecting relevant information e.g. selecting cost for 7 nights from table in Source 1 e.g. selecting maximum temperature from bar charts	<b>C</b>
	<b>1 mark:</b> candidate shows evidence of explaining choice of methods e.g. I chose to find the mean temperature as it includes all the data and gives a more representative value for the average.	<b>D</b>
Part 2 (maximum 22 marks)		
<ul style="list-style-type: none"> <li>reading, understanding and interpreting information from tables, charts, graphs or diagrams (N2.1.2a)</li> </ul>	<b>2 marks:</b> candidate shows evidence of extracting correct information from <b>at least two</b> of tables, charts, graphs or diagrams e.g. correct cost of flight and 7 night stay in an identified hotel e.g. at least 1 correct maximum temperatures from each chart e.g. correct exchange rate or time difference for Rome or Cairo <b>May be seen anywhere in the task.</b> OR <b>1 mark:</b> candidate shows evidence of extracting correct information from <b>one</b> of tables, charts, graphs or diagrams <b>May be seen anywhere in the task.</b>	<b>E</b>

The candidate has shown evidence of:	Mark scheme	Row
<ul style="list-style-type: none"> <li>carrying out calculations involving two or more steps with numbers of any size, with and without a calculator (N2.2b)</li> </ul>	<p><b>1 mark:</b> candidate shows evidence of correct calculation without using a calculator appropriate to the level of the task</p> <p><b>May be seen anywhere in the task.</b></p>	F
<ul style="list-style-type: none"> <li>calculating efficiently using whole numbers, fractions, decimals and percentages (N2.2m)</li> </ul>	<p><b>1 mark:</b> candidate uses correct process to calculate a percentage discount, any Cairo hotel e.g. <math>1 - 0.07 = 0.93</math> and <math>0.93 \times 464.50 (= \text{£}431.985)</math> for Elizabeth Hotel e.g. <math>464.50 - (464.50 \times 7 \div 100) (= \text{£}431.985)</math></p> <p><b>1 mark:</b> correct answer for discounted cost of flight and identified hotel for Cairo e.g. (£)431.99 for Elizabeth Hotel Accept (£)432 or (£)431.985 for Elizabeth Hotel</p>	G
<ul style="list-style-type: none"> <li>understanding and using relevant formulae (N2.2l)</li> </ul>	<p><b>1 mark:</b> candidate uses correct process to find the total cost of hire of any car with Standard or Extended insurance e.g. <math>(T =) 25 + 3 \times (27.9 + 13.9) (= \text{£}150.40)</math> for Small Economy car with Extended insurance)</p> <p><b>1 mark:</b> correct answer for the total cost of hire of any car with Standard or Extended insurance e.g. £150.40 Correct units required Trailing zero required</p>	H
<ul style="list-style-type: none"> <li>identifying and describing appropriate ways to present findings to different audiences including numerical, graphical and written formats (N2.3.1b)</li> <li>constructing complex tables, charts, graphs and diagrams with labels, titles, scales, axes and keys appropriate to purpose and audience (N2.3.2a)</li> </ul>	<p><b>1 mark:</b> candidate uses an appropriate method of presentation for their results e.g. table, chart, graph or diagram</p> <p><b>1 mark:</b> candidate uses suitable labels and units</p>	J

<ul style="list-style-type: none"> <li>presenting findings effectively (N2.3.1c)</li> </ul>	<p><b>1 mark:</b> candidate populates table, chart, graph or diagram with correct data (<math>\pm 2\text{mm}</math> tolerance on hand drawn graph or chart)</p>	
<p><b>The candidate has shown evidence of:</b></p>	<p><b>Mark scheme</b></p>	<p><b>Row</b></p>
<ul style="list-style-type: none"> <li>comparing sets of data of a suitable size, selecting and using the mean / median / mode as appropriate (N2.2j)</li> </ul>	<p><b>1 mark:</b> candidate uses correct process to find an average temperature  e.g. <math>16+12+14+11+13+8+10+9 = 93</math> and <math>93 \div 8 (= 11.625^{\circ}\text{C}</math> for Rome)  e.g. <math>23+19+21+25+28+30+31+26 = 203</math> and <math>203 \div 8 (= 25.375^{\circ}\text{C}</math> for Cairo)</p> <p><b>1 mark:</b> at least one correct answer  e.g. <math>11.625(^{\circ}\text{C})</math> for Rome  e.g. <math>25.375(^{\circ}\text{C})</math> for Cairo</p>	<p><b>K</b></p>
<ul style="list-style-type: none"> <li>using range to describe the spread within sets of data (N2.2k)</li> </ul>	<p><b>1 mark:</b> candidate uses a correct process to find a range of temperatures  e.g. <math>16 - 8 (= 8^{\circ}\text{C})</math> for Rome  e.g. <math>31 - 19 (= 12^{\circ}\text{C})</math> for Cairo</p> <p><b>1 mark:</b> at least one correct answer  e.g. <math>8(^{\circ}\text{C})</math> for Rome  e.g. <math>12(^{\circ}\text{C})</math> for Cairo</p>	<p><b>L</b></p>
<ul style="list-style-type: none"> <li>reading and understanding numbers presented in different ways (N2.1.2b)</li> <li>calculating time in different formats (N2.1.2e)</li> </ul>	<p><b>1 mark:</b> candidate shows understanding of 12 and 24 hour clock.  e.g. 2.10pm converted to 14:10  e.g. 23:50 converted to 11:50pm</p> <p><b>1 mark:</b> candidate works out a correct flight duration for Cairo or Rome  e.g. 10:30 in London + 1 hour is 11:30 in Rome, 11:30 to 14:10 is 2 hours 40 mins  e.g. 17:00 in London + 2 hours is 19:00 in Cairo, 19:00 to 23:50 is 4 hours 50 mins</p>	<p><b>M</b></p>
<ul style="list-style-type: none"> <li>calculating with sums of money and converting between currencies (N2.2e)</li> </ul>	<p><b>1 mark:</b> candidate uses a correct process to convert between currencies  e.g. <math>200 \times 1.11 (= 222 \text{ Euros})</math></p> <p><b>1 mark:</b> correct answer  e.g. 222 (Euros)</p>	<p><b>N</b></p>

The candidate has shown evidence of:	Mark scheme	Row
<ul style="list-style-type: none"> <li>• identifying and describing appropriate ways to present findings to different audiences including numerical, graphical and written formats (N2.3.1b)</li> <li>• constructing complex tables, charts, graphs and diagrams with labels, titles, scales, axes and keys appropriate to purpose and audience (N2.3.2a)</li> <li>• presenting findings effectively (N2.3.1c)</li> </ul>	<p><b>1 mark:</b> candidate uses an appropriate method of presentation (e.g. table, chart, graph or diagram), using a different presentation method to the one used previously</p> <p><b>1 mark:</b> candidate uses suitable labels and units</p> <p><b>1 mark:</b> candidate populates table, chart, graph or diagram with correct data (<math>\pm 2\text{mm}</math> tolerance on hand drawn graph or chart)</p>	<b>P</b>
<ul style="list-style-type: none"> <li>• showing clearly methods of carrying out calculations including working to appropriate levels of accuracy (N2.2a)</li> </ul>	<p><b>1 mark:</b> correct rounding to an appropriate level of accuracy  e.g. (£)431.99 or (£)432 for the discounted cost of flight and Elizabeth hotel for Cairo  e.g. 11.6(°C) or 12(°C) for Rome  e.g. 25.4(°C) or 25(°C) for Cairo</p>	<b>Q</b>
<b>Part 3 (maximum 3 marks)</b>		
<ul style="list-style-type: none"> <li>• explaining methods used, highlighting main points of findings and explaining how / or if they meet the purpose (N2.3.2c)</li> </ul>	<p><b>2 marks:</b> candidate makes a recommendation and at least <b>two</b> valid comparisons  e.g. I recommend going to Rome because the cost of hotel and flight is over £200 cheaper.  e.g. I recommend going to Cairo because the mean maximum temperature in Cairo in February is 13°C greater than in Rome.  OR  <b>1 mark:</b> candidate makes <b>one</b> valid comparison</p> <p><b>1 mark:</b> candidate makes at least one appropriate comment explaining how their results meet the purpose of the task  e.g. I worked out the costs, average temperatures and the flight times for visits to Rome and Cairo and presented the results in a table so that I could compare the holidays and decide which one to recommend.  e.g. I changed some amounts of money and presented the results in a graph so that my friend can convert pounds to Euros and Egyptian pounds.</p>	<b>R</b>

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